DOCUMENT RESUME

ED 161 951 TM 007 992

TITLE	Guidelines for Selecting Test Instruments and Procedures for Assessing the Needs of Bilingual Children and Youth. Part I: Guidelines for Determining Student Eligibility for Bilingual Instruction. Part II: Revised Guidelines for Selecting Test Instruments and Procedures in Bilingual Instruction.
INSTITUTION	Michigan State Dept. of Education, Lansing.
PUB DATE	Mar 76
NOTE	45p.
EDRS PRICE	MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS	Achievement Tests; Administrator Guides; Bibliographies; Bilingual Education; *Bilingual Students; Elementary Secondary Education; Eligibility; *Language Tests; *Needs Assessment; School Districts; *Spanish Speaking; State Standards; *Student Evaluation; Testing; *Test Selection
IDENTIFIERS	Michigan

ABSTRACT

It is required by Michigan Public Act 294 that local school districts having an enrollment of 20 or more students of limited English-speaking ability establish and operate bilingual instruction programs, and that the State Board of Education approve a testing mechanism suitable for evaluating the proficiency in English language skills of students of limited English-speaking ability. This document was designed to provide school districts in Michigan with a set of guidelines for determining student eligibility for bilingual instruction and a set of revised guidelines to be used in assessing students with a language background other than English. Guidelines are presented for: (1) establishing the role of the bilingual instruction eligibility committee; (2) establishing the procedure for determining eligibility; (3) documenting and recording each student's difficulties in performing ordinary classwork and test scores reflecting academic achievement; (4) utilizing test results; and (5) designating school districts for bilingual education. Appendices include a list of test instruments suggested for eligibility assessment; designated Michigan school districts; and a list of test instruments for assessment, prescription, and evaluation in bilingual instruction. (Author/JAC)

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Guidelines for Selecting Test Instruments and Procedures for Assessing the Needs of Bilingual Children and Youth

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GUIDELINES FOR SELECTING TEST INSTRUMENTS AND PROCEDURES FOR ASSESSING THE NEEDS OF BILINGUAL CHILDREN AND YOUTH

PART I: Guidelines for Determining Student Eligibility for Bilingual Instruction

PART II: Revised Guidelines for Selecting Test Instruments and Procedures in Bilingual Instruction

Michigan Department of Education

March 1976

FOREWORD

The Legislature enacted and the Governor signed into law Public Act 294 of the Public Acts of 1974, which requires that a local school district having an enrollment of 20 or more students of limited English-speaking ability in a language classification in grades K-12 shall establish and operate a bilingual instruction program for those students.

Public Act 294, 1974, requires that the State Board of Education approve an examination or testing mechanism suitable for evaluating the proficiency in English language skills of students of limited English-speaking ability.

The purpose of this document is to provide all school districts with a set of guidelines for determining student eligibility for bilingual instruction (Part I), and with a set of revised guidelines (Part II) for selecting test instruments and procedures that may be used in assessing students with a language background other than English.

PART I

GUIDELINES FOR DETERMINING STUDENT
ELIGIBILITY FOR BILINGUAL INSTRUCTION

GUIDELINE I. - ROLE OF THE BILINGUAL INSTRUCTION ELIGIBILITY COMMITTEE

Each designated local school district should:

A. Establish a Bilingual Instruction Eligibility Committee within 30 days of notification by the Superintendent of Public Instruction.

B. The Bilingual Instruction Eligibility Committee should be comprised of parents, teachers, counselors, administrators, and students. A majority of the committee members should be parents whose primary language in the home is other than English, and who are not employees of the designated school district.

C. Student eligibility for state-mandated bilingual instruction should be determined by the Bilingual Instruction Eligibility Committee established to serve the student's school of attendance.

D. A student determined eligible for bilingual instruction by the Bilingual Instruction Eligibility Committee should be referred to the district director of bilingual education for placement in a bilingual instruction program.

GUIDELINE II. - PROCEDURE FOR DETERMINING ELIGIBILITY

A. The Bilingual Instruction Eligibility Committee should determine the student's primary or home language.

The Bilingual Instruction Eligibility Committee, in conjunction with professional personnel of each designated school district, should survey all school buildings and screen students in each classroom in order to determine the student's primary or home language.

The Bilingual Instruction Eligibility Committee should place all students with other than English language background in one of the following three categories:

1. Monolingual speaker of a language other than English.

2. Primary language in the student's home is other than English, regardless of the language(s) spoken by the student.

3. Primary language in the student's environment is other than English regardless of the language(s) spoken by the student.

B. The Bilingual Instruction Eligibility Committee should review the student's classroom performance with the written permission of the parents.

Each student identified in categories 1, 2, and 3, should be placed in one of the following four groups:

a. The student has difficulty performing ordinary classwork as a result of the student's language background.

b. The student may be expected to have difficulty performing ordinary classwork in English as a result of his/her language background.

c. The student has difficulty performing ordinary classwork but the difficulty is not a result of his/her language background.

d. The student is not experiencing difficulty and is not expected to experience difficulty performing ordinary classwork as result of his/her language background.

C. All students who fall in groups "a" and "b" are eligible for bilingual instruction.

GUIDELINE III. - DOCUMENTATION

Each student eligibility determination made by the Bilingual Instruction Eligibility Committee should be documented. A record of the factual material considered in each case by the Bilingual Instruction Eligibility Committee for determining student eligibility should be kept on file by the director of bilingual instruction at the student's school of attendance.

Such documented evidence should reflect (1) the student's actual or expected difficulty in performing ordinary classwork; and (2) the relationship of the actual or expected difficulty in performing ordinary classwork to the student's language background.

The following types of information should be developed by the Bilingual Instruction Eligibility Committee and the local school district to document and provide evidence to the Bilingual Instruction Eligibility Committee of the student's classroom performance:

1. Academic record(s) indicative of the student's difficulty in performing ordinary classwork.

2. Scores on one or more of the tests selected from Attachment A which reflect the student's academic achievement as being at least 1 grade equivalent unit below average, or score(s) on locally developed, or objective-referenced test(s) indicative of the student's difficulty in performing ordinary classwork.

3. Teacher, counselor, parent, and/or Bilingual Instruction Eligibility Committee evaluation(s), or other data which provide evidence that the student is experiencing, or may be expected to experience future difficulty in performing ordinary classwork as a result of his/her language background, regardless of the student's current academic standing.

4. In addition to items 1, 2, and 3 above, other documentation may be presented to demonstrate the student's difficulty, or expected difficulty, in performing ordinary non-academic classwork.

The selection of appropriate tests, methods, and procedures for determining student eligibility for bilingual instruction is very important. The four criteria stated above are by no means exhaustive nor exclusive.

The Bilingual Instruction Eligibility Committee should make every effort to select and/or develop a method and procedure whereby determination of student eligibility is based upon information which not only is relevant, but also provides in reliable and valid fashion, evidence that students determined eligible are experiencing difficulty, or may be expected to experience difficulty in performing ordinary classwork as a result of their language background.

GUIDELINE IV. - UTILIZING TEST RESULTS

When test data is to be used as part of the bilingual student eligibility determination, the following considerations are important:

1. The list of tests in Attachment A is not exhaustive; neither the inclusion nor the exclusion of any test(s) in this list should imply that there are no other test instruments which are of high quality, meet standards, and can be used effectively. Recognizing the limitations of the list of tests herein included, school district officials may wish to use additional or alternative assessment instruments or procedures. If this is the case, they should contact the Bilingual Education Specialist of the Michigan Department of Education so that approval procedures may be instituted.

2. Most of the tests presently available were not designed for use with children of limited English speaking ability, therefore, extreme caution and care should be taken in interpreting the results of these tests.

3. Psychometric data on many of the tests are inadequate or nonexistent for the population of interest. An attempt should be made to develop psychometric data, including the development of local norms based upon the population(s) served.

4. Teacher, counselor, parent and/or Bilingual Instruction Eligibility Committee evaluations may consist of oral appraisals, observational techniques, and/or scores on one or more of the tests listed in Attachment A of this document or scores on tests from Attachment C

of the document entitled "Guidelines for Selecting Test Instruments and Procedures in Bilingual Instruction."

5. A student whose only language is a language other than English or whose command of the English language is "minimal" should not be administered an English language test. For these students, a test should be selected which most adequately measures their level of achievement in their native language. Some of the tests listed in Attachment C of the document entitled "Guidelines for Selecting Test Instruments and Procedures in Bilingual Instruction" may serve this purpose as well as other locally developed, or objective-referenced tests.

6. The purpose of testing is to gather information on individuals and/or groups for the purpose of making decisions. It is important to note that measurement and evaluation is not made of the individual per se, but rather, the characteristics of the individual.

7. Attachment A is a list of norm-referenced tests that were created primarily for students whose dominant or primary language is English, and for the most part, the subject matter of these tests reflects the American culture and value system. In selecting tests from this list for the purpose of determining eligibility and/or evaluation, keep in mind that scores obtained and interpretation of results should only serve as indicators and not as final determiners of eligibility.

8. In selecting and using the tests listed in Attachment C of this document, it should be kept in mind that:

   a. An achievement test is one designed to measure a student's grasp of some body of knowledge or proficiency in certain skills. Scores from these tests may be used in conjunction with other data, for determining the level of achievement of a student at the point of entry into a program, in diagnosing areas of weakness, for prescribing instruction, and in evaluating the impact of instruction upon the students by obtaining test scores on two or more administrations, one of which is generally before and another after instruction.

   b. A readiness test is a prognostic test, that is, a test designed to measure the extent to which an individual has achieved a degree of maturity or acquired certain skills or information needed for successfully undertaking some new learning task. The results from these tests can be of assistance in assessing and diagnosing, as well as in prescribing instruction for those students entering a specific instructional program, especially those programs at the pre-K, K, and early elementary grades.

GUIDELINE V. - ENUMERATION OF DESIGNATED SCHOOL DISTRICTS

1. These guidelines should be considered by all designated school districts.

2. A "designated school district" is

   a. A local school district which enrolled 20 or more students identified either as Native American, or Oriental, or Latino according to the 1973-74 School Racial and Ethnic Census conducted by the Michigan Department of Education.

   b. Or any school district so identified by the Bilingual Specialist in the Michigan Department of Education pursuant to Public Act 294 of 1974.

3. "Designated school districts" are listed on Attachment B.

ATTACHMENT A

TEST INSTRUMENTS SUGGESTED FOR BILINGUAL

INSTRUCTION ELIGIBILITY ASSESSMENT

Test and Copyright	Forms	Levels	Grades	Subtests and/or Comments
SRA Achievement Series (1971) Science Research Associates, Inc. 259 East Erie St. Chicago, Ill. 60611	C,D	Primary	1-2	Reading (verbal-pictorial, association, language perception, comprehension, vocabulary, total) Arithmetic as above; Reading (comprehension, vocabulary, total)
		Inter. (handscored)	2-4	Arithmetic as above; Reading (comprehension, vocabulary, total)
		(machine-scored)	3-4	
	C,D	Multi-level Battery		
		Blue	4-6.5	Same as above
		Green	6.5-8.5	
		Red	8.5-9	
Stanford Achievement (1964-1965) Harcourt Brace Jovanovich, Inc. Test Department 757 Third Avenue New York, NY 10017	W,X,Y	Primary 1	1.5-2.4	Word reading, paragraph meaning, vocabulary, spelling, word study skills arithmetic
		Primary 2	2.5-3.9	Word meaning, paragraph meaning, spelling, word study skills, language, arithmetic computation, arithmetic concepts
		Inter. 1	4.0-5.4	As above plus arithmetic applications
		Inter. 2	5.5-6.9	As above without word study skills
		Advanced	7.0-9.9	As above without word meaning
Stanford Early School Achievement Test (1969-1970) Harcourt Brace Jovanovich, Inc. Test Department 757 Third Ave. New York, NY 10017		1	KGN-1	Mathematics, letters and sounds, aural comprehension, total - Percentiles only
		2	1.0-1.5	As above plus word reading and sentence reading - Percentiles only
Tests of Basic Experiences (TOBE) (1970-1971) CTB/McGraw-Hill DelMonte Research Park Monterey, Calif. 93940		K	PreKGN KGN	Language, Mathematics - No reading required, Percentile Ranks only
		L	KGN-1	

Test and Copyright	Forms	Levels	Grades	Subtests and/or Comments
California Achievement (1970) CTB/McGraw-Hill DelMonte Research Park Monterey, Calif. 93940	A	1 2 3 4 5	1.5-2 2-4 4-6 6-9 9-12	Reading; vocabulary, comprehension and total Mathematics: computation, concepts, problems, and total
CIRCUS (1974) Educational Testing Service Box 2814 Princeton, NJ 08540			PreKGN KGN	Vocabulary, quantitative skills, matching, letters and numbers, word sounds, word usage, listening comprehension.
Comprehensive Tests of Basic Skills (1968-1970) CTB/McGraw-Hill DelMonte Research Park Monterey, Calif. 93940	O,R	1 2 3 4	2.5-4 4-6 6-8 8-12	Reading: vocabulary, comprehension, and total Arithmetic: computation, concepts, applications, and total
Cooperative School and College Ability Tests (SCAT) (1966) Cooperative Tests and Services Educational Testing Service Box 999 Princeton, NJ 08540	A,B	4	4-6	Verbal and mathematics ability
	A,B	3	7-9	Verbal and mathematics ability
	A,B	2	10-12	Verbal and mathematics ability
	A,B	1	12-14	Verbal and mathematics ability
Gates-MacGinitie Reading Tests (1964) Teachers College Press Teacher College Columbia University New York, NY 10027		Readiness Skills	KGN-1	Listening comprehension, auditory discrimination, visual discrimination, letter recognition, auditory blending, word recognition.
	1,2	Primary A	1	Vocabulary and Comprehension
		Primary B	2	Same as above
		Primary C	3	Same as above
	1,2,3	Primary CS	2.5-3	Speed and Accuracy

Test and Copyright	Forms	Levels	Grades	Subtests and/or Comments
Gates-MacGinitie Reading Tests (1964) continued	1,2,3	Survey D	4-6	Speed and accuracy, vocabulary, comprehension
		Survey E	7-9	Same as above
Iowa Tests of Basic Skills (ITBS) Primary Battery (1972) Levels Edition (1971) Houghton Mifflin 1900 S. Batavia Ave. Geneva, Ill. 60134	5,6	Primary 7	1.7-2.4	Vocabulary, reading comprehension, language, work-study skills, arithmetic
		Battery 8	2.5-3.4	
		9	3.0-3.9	
		10	4.0-4.9	
		Levels 11	5.0-5.9	
		Edition 12	6.0-6.9	
		13	7.0-7.9	
		14	8.0-8.9	
Metropolitan Achievement (1970-1971) Harcourt Brace Jovanovich, Inc. Test Department 757 Third Avenue New York, NY 10017	F	Primer	KGN-1.4	Listening, reading and numbers
	F,G	Primary 1	1.5-2.4	Reading (word knowledge, reading, and total); Word Analysis, Mathematics
		Primary 2	2.5-3.4	Above plus Spelling; Mathematics broken into computation, concepts, problem solving, and total
		Elementary	3.5-4.9	Same as above, except language replaces word analysis
		Inter.	5.0-6.9	Same as above
		Advanced	7.0-9.5	Same as above
Metropolitan Readiness Tests (1964-1966) Harcourt Brace Jovanovich, Inc. Test Department 757 Third Avenue New York, NY 10017	A,B		K&1	Word meaning, listening, matching alphabet, numbers. No norms for kindergarten
Murphy-Durrell Reading Readiness Analysis (1964) Harcourt Brace Jovanovich, Inc. Test Department 757 Third Avenue New,York, NY 10017			First Grade Entrants Only	Sound recognition, letter names, learning rate, and total

ATTACHMENT B

DESIGNATED SCHOOL DISTRICTS

DESIGNATED SCHOOL DISTRICTS

Adrian City School District
Akron Fairgrove Schools
Albion Public Schools
Allegan Public Schools
Allen Park Public Schools
Alma Public Schools
Almont Community Schools
Alpena City School District
Algonac Community Schools
Ann Arbor Public Schools
Armada Area Schools
Avondale School District
Bangor Township Schools
Bangor Public Schools
Baraga Twp. School District
Bark River Harris School Dist.
Bath Community Schools
Battle Creek Public Schools
Bay City School District
Bedford Public School District
Beecher School District
Belding Area School District
Bendle Public Schools
Bentley Community School Dist.
Benton Harbor Area Schools
Benzie County Central Schools
Berrien Springs Public School Dist.
Berkley City School District
Big Bay De Noc School District
Birch Run Area School District
Birmingham City School District
Blissfield Community Schools
Bloomfield Hills School District
Bloomingdale Public School District
Brandon School District
Brandywine Public School District
Breckenridge Community Schools
Bridgeport Community Schools
Brimley Public Schools
Brown City Community Schools
Buchanan Community School Dist.
Buena Vista Schools
Byron Center Public Schools
Carman School District
Capac Community School District
Caro School District
Carson City Crystal Area School Dist.
Carrollton School District
Cass City Public Schools
Centerline Public Schools
Central Montcalm Public Schools
Charlevoix Public School District

Charlotte Public Schools
Cheboygan Area School
Cherry Hill School District
Chesaning Union Schools
Clarkston Community School District
Clawson City School District
Clintondale Community Schools
Clio Area School District
Clarenceville Public Schools
Coloma Community School
Coldwater Community Schools
Corunna Public Schools
Crestwood School District
Croswell Lexington Community Sch. Dist.
Davison Community Schools
Dearborn City School District
Dearborn Heights School Dist. No. 7
Decatur Public Schools
Deckerville Community Schools
Delton Kellogg School District
DeTour Area Schools
Detroit City School District
DeWitt Public Schools
Dowagiac Union Schools
Durand Area Schools
East Detroit City School District
East Lansing School District
Eaton Rapids Public Schools
Eau Claire Public Schools
Ecorse Public Schools
Elk Rapids Schools
Elkton Pigeon Bayport School Dist.
Escanaba Area Public Schools
Essexville Hampton School District
Farmington Public Schools
Fennville Public Schools
Ferndale City School District
Fitzgerald Public Schools
Flint Public Schools
Fraser Public Schools
Freeland City School District
Fremont Public Schools
Fruitport Community District
Garden City School District
Gibraltar School District
Gladstone Public Schools
Godwin Heights Public Schools
Grand Blanc City Schools
Grand Haven Public Schools
Grand Ledge Public Schools
Grand Rapids City School District
Grandville Public School
Grant Public School District
Greenville Public Schools

Grosse Ile Twp. Schools
Grosse Point Public Schools
Gwinn Area Community Schools
Hamtramck Public School
Hamilton Community Schools
Harbor Springs School District
Harper Creek Community Schools
Hart Public School District
Hartford Public School District
Hartland Consolidated Schools
Hazel Park City School District
Highland Park City Schools
Hillsdale Community Public Schools
Holland City School District
Holly Area School District
Holt Public Schools
Hopkins Public Schools
Howell Public School
Hudsonville Public School District
Huron Valley Schools
Ida Public School District
Imlay City School District
Ionia Public Schools
Ironwood Area Schools
Ithaca Public Schools
Jackson Public Schools
Jenison Public Schools
Kalamazoo City School District
Kaleva Norman-Dickson Schools
Kalkaska Public Schools
Kearsley Community Schools
Kelloggsville Public Schools
Kenowa Hills Public Schools
Kent City Consolidated Schools
Kentwood Public Schools
Lake Orion Community Schools
Lake Shore Public Schools
Lakeshore Public Schools
Lakeview Community Schools
Lakewood Public Schools
L'Anse Creuse Schools
L'Anse Township School District
Lamphere Public Schools
Lansing Public Schools
Lapeer Public Schools
Lawrence Public School District
Lawton Community School District
Les Cheneaux Community School Dist.
Leslie Public Schools
Lincoln Park Public Schools
Littlefield Public Schools
Livonia Public Schools

Lowell Area School District
Ludington School District
Mackinac Island Public Schools
Madison School District
Madison Heights School District
Manistee Area Public Schools
Manistique Area Schools
Marcellus Community Schools
Marlette Community School
Marquette City School Dist.
Marshall Public Schools
Martin Public Schools
Mason Consolidated School Dist.
Mason County Central School Dist.
Mason Public Schools
Mayville Community School Dist.
Melvindale North Allen Park Dist.
Merrill Community School District
Michigan Center School District
Midland City School District
Milan Area Schools
Mona Shores School District
Monroe Public Schools
Montabella Community School District
Montague Area Public Schools
Mt. Clemens Community Schools
Mt. Morris Consolidated Schools
Mt. Pleasant City School District
Muskegon City School District
Muskegon Heights City School Dist.
Newaygo Public Schools
New Haven Community Schools
Niles Community Schools
Oak Park School District
Oakridge Public Schools
Okemos Public Schools
Onekama Consolidated Schools
Ontonagon Area Schools
Orchard View Schools
Oscoda Area Schools
Ovid Elsie Area Schools
Owendale Gagetown Area Schools
Owosso Public Schools
Paw Paw School District
Pellston School District
Petoskey Public Schools
Pinconning Area Schools
Plainwell Community Schools
Plymouth Community Schools
Pontiac City School District
Portage Public Schools
Port Huron Area School District

Redford Union Schools
Reese Public Schools
River Rouge City School
Riverview Community School District
Rochester Community School District
Romeo Community Schools
Romulus Community Schools
Roseville Community Schools
Royal Oak City School District
Rudyard Area Schools
Saginaw City School District
Saginaw Township Community Schools
Sand Creek Community Schools
Sandusky City School District
Saugatuck Public Schools
Sault Ste. Marie Area Schools
Sebewaing Unionville Schools
Shelby Public Schools
Shepherd Public School District
Southfield Public School District
Southgate Community Schools
South Haven Public Schools
Springport Public Schools
St. Charles Community Schools
St. Ignace Community School District
St. Ignace Twp. School District
St. Johns Public Schools
St. Louis Public Schools
Standish Sterling Community Schools
Stockbridge Community Schools
Summersfield Schools
Sutton Bay Public Schools
Swan Valley School District
Swartz Creek Community Schools
Tahquamenon Area Schools
Taylor School District
Tecumseh Public Schools
Traverse City School District
Trenton Public Schools
Troy Public Schools
Utica Community Schools
Van Buren Public Schools
Van Dyke Schools
Vassar Public Schools
Wakefield Twp. School District
Walled Lake Consolidated Schools
Warren Consolidated Schools
Waterford School District
Watersmeet Twp. Schools
Watervliet School District
Waverly Schools
Wayne Westland Community School Dist.

West Bloomfield School District

West Iron County Schools

West Ottawa School District

Westwood Community Schools

Westwood Heights School District

Whiteford Agricultural School

Whitehall School District

Woodhaven School District

Wyandotte City School District

Wyoming Public Schools

Ypsilanti City School District

Zeeland Public Schools

PART II

GUIDELINES FOR SELECTING TEST INSTRUMENTS
AND PROCEDURES IN BILINGUAL INSTRUCTION

Introduction

This document provides school districts with a set of guidelines for selecting test instruments and procedures suitable for:

1. Diagnosing or assessing the needs of students eligible for bilingual instruction.

2. Prescribing suitable bilingual instruction for eligible students.

3. Evaluating the impact of bilingual instruction upon the students.

The selection of valid and reliable tests, methods, and procedures for assessing the instructional needs or for evaluating the performance of bilingual students is very important. Attachment C consists of a list of test instruments, including tests in various subject areas, intended to assist those concerned with carrying out procedures such as those indicated in items one, two, and three above.

General Considerations

In diagnosing, assessing, prescribing, or evaluating student instructional needs and classroom performance the following points should be taken into consideration:

1. The list of tests in Attachment C is not exhaustive; neither the inclusion nor the exclusion of any test(s) in this list should imply that there are no other test instruments which are of high quality, meet standards, and can be used effectively. Recognizing the deficiencies of the list of tests herein included, school district officials may wish to use additional or alternative assessment instruments or procedures. If this is the case, they should immediately contact the Bilingual Education Specialist of the Michigan Department of Education so that approval procedures may be instituted.

2. Most of the tests presently available were not designed for use with children of limited English speaking ability, therefore, extreme caution and care must be taken in interpreting the results of these tests.

3. There are few bilingual tests in existence for languages other than Spanish. Thus, an attempt should be made to seek out or construct reliable and valid tests for other bilingual students.

4. Psychometric data on many of the tests are inadequate or nonexistent. An attempt should be made to develop psychometric data, including the development of local norms, based upon the population(s) served.

5. Some of the tests suffer from too literal a translation from English. An attempt should be made to avoid these tests which do not reflect the culture and development of the group for whom they are intended.

6. Some of the tests which claim to be appropriate for a language group, may not be appropriate for all the members of that language group because of the different dialects represented. Test selection should be done with extreme caution when more than one dialect of a language is probable: e.g., not all Spanish speakers speak the same dialect. Chicanos, Puerto Ricans, and Cubans differ in the meaning which they attribute to words. A test designed in Spanish for Chicanos would not necessarily be appropriate for assessing Puerto Ricans or Cubans.

7. In some of the tests only the instructions have been translated into another language whereas the actual test is in English. These tests can prove to be valuable but they should not be substituted for tests in the language of the child when the dominant language, or the language in which the child is most proficient, is a language other than English.

8. A student whose only language is a language other than English or whose command of the English language is "minimal" should not be administered an English language test. For these students a test should be selected which most adequately measures their level of achievement in their native language background. Some of the tests listed in Attachment C may serve this purpose, as well as other locally developed, or objective-referenced tests.

9. The purpose of testing is to gather information on individuals and/or groups for the purpose of making decisions. It is important to note that measurement and evaluation is not made of the individual per se, but rather, the characteristics of the individual.

10. The purpose of evaluation is to provide information useful for making decisions. Within the bilingual context, evaluation methodology and procedures will aid the teacher by (a) providing him/her with knowledge concerning the students' entry behaviors; (b) assisting in setting, refining, and clarifying realistic goals and objectives for each student; (c) determining the degree to which objectives have been achieved; and (d) helping determine, evaluate, and refine the instructional technique(s). Evaluation will aid the student by (a) communicating the goals of the teacher; (b) increasing his/her motivation; (c) encouraging good study habits and performance; and (d) providing feedback that identified his/her strengths and weaknesses in basic skills, language, sociocultural perspective, etc.

11. In selecting and using tests from Attachment A of Part I of this document, it must be emphasized that results must, in all cases, be used as indicators or estimates and not as final determiners of a student's characteristics.

12. In selecting and using tests, it should be kept in mind that:

a. An achievement test is designed to measure a student's grasp of some body of knowledge or proficiency in certain skills. Scores from these tests may be used, in conjunction with other data, for determining the level of achievement of a student at the point of entry into a program in diagnosing areas of weaknesses, in prescribing instruction, and in evaluating the impact of instruction upon the students by obtaining test scores on two or more administrations, one of which is generally before and another after instruction.

b. A readiness test is a prognostic test, i.e., a test designed to measure the extent to which an individual has achieved a degree of maturity or acquired certain skills or information needed for successfully undertaking some new learning task. The test results from these tests can be of assistance in assessing and diagnosing, as well as prescribing instruction for those students entering into a specific instructional program, especially those entering a program at the pre-K, K, and early elementary grades.

c. A language dominance test is one designed to measure the degree to which an individual is dominant in a language(s). In conjunction with language proficiency tests, a language dominance test can be used as an indicator of the degree to which an individual has dominance of one or more languages.

d. A language proficiency test is designed to measure the degree of language proficiency of a student. It should be noted that a student may be found to be dominant in a language but that the level of proficiency may not be adequate in that language for his/her age-grade level. Test results from these kinds of tests can be of assistance in assessing whether a student's difficulty in performing ordinary classwork is a result of his/her language proficiency.

ATTACHMENT C

TEST INSTRUMENTS SUGGESTED FOR ASSESSMENT,

PRESCRIPTION, AND EVALUATION IN BILINGUAL INSTRUCTION

ACHIEVEMENT

Bilingual Test Battery: Pruebas Bilingues. Division of Research and Evaluation, Chicago Board of Education, Chicago Area Bilingual Centers, 1973. Level I-18 pp., Level II-19., Level III-19 pp.

Grades 3-8, in English and Spanish, group or individual.

Measures mathematics, science, social studies and selfconcept areas.

Stanford Early Achievement Test (Navajo Translation), Anthony Harvey. Edited by Dr. William Morgan, Southwest Research Associates. 1973. 20 pp.

Grades K-1, in Navajo, group.

Measures general achievement, learning readiness.

Boehm Test of Basic Concepts, Ann E. Boehm. The Psychological Corporation. 1970. 22pp. $6.50 per 30 tests, 60¢ per manual.

Grades K-2, in English and Spanish, group.

Measures beginning school children's knowledge of frequently used basic concepts.

California Achievement Test (CAT), Ernest W. Tiegs, Willis W. Clark. California Test Bureau/McGraw-Hill. 1970. 23-44 pp. $2.00-$2.45 per specimen set, $2.50 per coordinator's handbook, $2.50 per technical bulletin, $9.00-$14.85 per 35 tests, $5.00-$8.00 per 50 answer sheets, scoring services 32¢ and up, $4.00 per set of handscoring stencils.

Grades 1. 5-6, in English (instructions in Spanish), group.

Measures performance in the curricular areas of reading, mathematics and language.

Comprehensive Test of Basic Skills (CTBS), California Test Bureau/McGraw-Hill. 1969. 24-40 pp. $1.75 per specimen set per level, $8.00 per multi-level specimen set, $2.00 per 100 profiles, $2.50 per technical report, $2.50 per norms supplement, $2.50 per handbook, $10.40 to $15.20 per 35 tests, $2.50 per 50 answer sheets to $2.75 per 25 answer sheets, $1.00 per hand stencil, scoring services 17¢ and up per test.

Grades1.5-3, in English, group.

Measures "understandings and skills considered basic to future development in reading, listening, writing, and mathematics".

Iowa Test of Basic Skills, A.N. Hieronymus, E.F. Lindquist and others. Houghton Mifflin Company. 1971. 96 pp. $2.25 per specimen copy.

Grades 3-9, in English, group.

Measures progress in basic scholastic skills.

Metropolitan Achievement Test (MAT), Walter N. Durost, Harold H. Bixler, J. Wayne Wrightstone, George A. Prescott, Irving H. Balou. Harcourt Brace Jovanovich, Inc. 1963. 22-32 pp. $2.00 per specimen set, 50¢ per handbook, $9.50 to $15.00 per 35 tests, $1.30 to $2.00 per set of hand scoring stencils.

Grades K-9.5, in English (instructions in Spanish), group.

Measures achievement in the basic concepts and skills of the elementary school and the junior high curricula.

Sequential Tests of Educational Progress (STEP). Educational Testing Service. Original Series: $3.00 to $5.00 per specimen set, $5.00 per 20 test booklets, $4.00 per 100 answer sheets, $1.25 per 10 scoring stencils, $1.00 per Listening--Directions for Administering, $1.00 per Teacher's Guide, $1.00 per Technical Report, $1.00 per 20 student profiles; Series II: $5.00 per specimen set, $7.00 per 20 separate booklets, $35.00 per 20 combined booklets, $3.00 per Teacher's Manual, $5.00 per Handbook, $5.00 per Inservice Program, $1.25 per 10 scoring stencils.

Grades 4-14, in Spanish and English, group.

Measures achievement in basic curricular areas.

Bateria De Pruebas. Officina de Evaluacion, Puerto Rico. 1968. Forms A & B.

Grade 6, in Spanish and English, group.

Measures reading in English, reading in Spanish, mathematics, science, social studies.

Test Puertorriqueno De Habilidad General. Oficina de Evaluacion, Puerto Rico. 1962. Forms A and B.

Grades 4-12, in Spanish, group.

Measures general ability.

SRA Achievement Series, Louis P. Thorpe, D. Welty Lefever, Robert A. Naslund. Science Research Associates. 1968. $2.65 per specimen set, $3.15 per set of interpretative materials (technical report, interpretive guide, testing program handbook, and growth scale manual), $4.35 to $8.85 per 25 tests of editions for Grades 1-2,2-4, and 3-4, 90¢ and up per student for rental and scoring service of machine scorable edition for Grades 3-4, $26.25 per 25 test of multilevel edition for Grades 4-9 or 80¢ and up per student for complete rental and scoring service.

Grades 1-9, in English, group.

Measures reading, language arts, and arithmetic.

Stanford Achievement Test (SAT), Truman L. Kelley, Richard Madden, Eric F. Gardner, Herbert C. Rudman. Harcourt Brace Jovanovich, Inc. 12-32 pp. $1.75-$2.25 per specimen set, $2.00 per technical supplement, 50¢ per teachers guide, $8.00-$13.20 per 35 tests, $10.00 per 100 answer sheets to $8.40 per 35, $1.20-$4.20 per set of scoring stencils, $1.40 per key.

Grades 1.5-9.9, in English, group.

Measures achievement in basic curricular areas.

READING READINESS

Gates-MacGinitie Reading Test: Readiness Skills, Arthur I. Gates, Walter H. MacGinitie. Teachers College Press. 1969. 8 pp. $.75 per specimen set, $4.25 per 35 tests.

Grades K-1, in English, group.

Measures listening comprehension, auditory discrimination, visual discrimination, following directions, letter recognition, visual-motor coordination, auditory blending, total and word recognition.

Metropolitan Readiness Test (MRT), Gertrude H. Hildreth, Nellie L. Griffiths, Mary C. McGauvran. Harcourt Brace Jovanovich, Inc. 1969. 16 pp. $1.50 per specimen set, $8.20 per 35 tests, scoring service $1.75 per test.

Grades K-1, in English (instructions in Spanish), group.

Measures readiness for first grade instruction.

SCHOOL READINESS/PSYCHOMOTOR

ABC Inventory to Determine Kindergarten and School Readiness, Norman Adair, George Blesch, Educational Studies and Development. 1965. 2 pp. $1.00 per specimen, $4.90 per 50 copies.

Grades PK-K, in English (instructions in Spanish), individual.

The ABC Inventory Contains 4 subtests in which the child is asked to draw a man, to answer questions about characteristics of objects, to answer questions about general topics, and to complete some simple tasks involving numbers and shapes.

Bender Visual Motor Gestalt Test, L. Bender. The Psychological Corporation. $12.25 per set (monograph, design cards, directions) $8.75 monograph, $3.50 design cards and directions, $3.25 scored sheets (50).

Ages 4-10, individual.

Measures receptive and expressive areas of visual motor perception.

Cooperative Preschool Inventory Revised Edition (CPI), Bettye M. Caldwell. Educational Testing Service, 1970. 4 pp. $2.00 per specimen set, $1.00 per manual, $1.00 per technical report, $2.50 per 20 tests.

Ages 3-6, in English (instructions in Spanish), individual.

Measures readiness for school. Designed for disadvantaged children.

Englemann Basic Concepts Inventory (BCI), Siegfried E. Englemann. Follett Education Corporation. 1967. 7 pp. $2.97 per 15 tests, $2.58 per set of (9) picture cards, $2.16 per manual.

Grades PK-K, in English, individual.

Measures readiness for success in first grade.

Illinois Test of Psycholinguistic Ability, Samuel A. Kirk, James J. McCarthy, Winifred D. Kirk. University of Illinois Press. 1968. 20 pp. $7.75 per set of 25 record forms and 25 sets of picture strips; $5.75 per manual.

Ages 2-10, in English, individual.

Measures auditory, visual, motor, verbal, grammatical areas.

Screening Tests for Identifying Children with Specific Language Disability, Revised Edition, Beth H. Slingerland. Educators Publishing Service. 1970. 15 pp. $1.75 per specimen set, $2.40 per 12 tests, $2.00 per charts and cards for any one level, $1.50 per manual, 50¢ per administration directions.

Grades 1-4, in Spanish and English, group.

Eight screening tests (visual copying far point, visual copying near point, visual perception-memory, visual discrimination, visual perception-memory in association with kinesthetic memory, auditory recall, auditory perception of beginning and ending sounds, auditory associations).

Tests of Basic Experiences (TOBE), Margaret H. Moss. California Test Bureau/McGraw Hill. 1970-71. 18-34 pp. $3.00 per specimen set, $32.50 per 30 sets of the battery, $9.00 per 30 copies of any one test.

Grades PK-1 (Levels: Grades PK-K, K-1), in Spanish and English, group.

Measures early school readiness.

Walker Readiness Test for Disadvantaged Preschool Children, W. Walker. Regional Research Program. Available from ERIC, ED 037253.

Grades PreK-K, in English, Spanish and French, individual.

Measures 4 areas of readiness; Likeness or Similarities, Differences, Numerical Analogies, and Missing Parts.

LANGUAGE DOMINANCE

Language Dominance Criteria, Second Revision, Fernando Canedo, David Gustafson and Americo Lopez-Rodriquez. California State University at Fullerton, Title VII. 1972. 2 pp. plus directions for administering and scoring.

Grades K-1, in Spanish and English, individual.

Measures scope of language performance in either or both languages, in order to determine language placement.

Language Proficiency Placement Test, Esther Cuesta. Tucson Public Schools. 1973. 34 pp.

Grades 1-6, in Spanish and English, individual.

Designed to identify monolingual Spanish, monolingual English, and bilingual students.

Preschool Inventory, Esther Cuesta. Bilingual Bicultural Project. 1971. 3 pp.

Grades Pre-K and K, in Spanish and English, individual.

Designated to identify monolingual Spanish, monolingual English or bilingual students.

Basic Inventory of Natural Language. CHESS and Associates, Inc. c. 1974. $125.00 per kit, includes 80 talk titles, 40 full-color study prints, a ditto master story sequence book, an Instructions Manual, 100 indivifual score sheets, 100 individual profile sheets, 2 class profile cards.

Elementary grades, in English and Spanish.

A criterion referenced system designed to assess the language dominance, proficiency and growth of students in school language arts and reading programs.

Bilingual Syntax Measures, M. Burt, H. Dulay and E. Hernandez. Harcourt Brace Jovanovich, Inc. 1975.

Grades K-2, in English and Spanish, individual.

Measures the grammatical proficiency of primary grade children in either or both languages by using natural speech as a basis for making judgments.

James Language Dominance Test, Peter James, Learning Concepts. 1974. 71 pp. $16.65, includes test booklet, test manual and 25 score sheets.

Ages 5-6, in English and Spanish, individual.

Designed to assess language dominance in Spanish or English of Mexican American children.

Oral Language Dominance Measure - Revised edition, (PAL) Primary Acquisition of Languages: A Dual Language Program. El Paso Public Schools. 1974. 22 pp. (manual). $3.00 per set (manual, booklet of color visuals, scoring booklets in Spanish and English).

Grades K-1, in Spanish and English, individual.

Measure is designed to provide an easy-to-administer instrument for measuring language dominance in both English and Spanish, and especially as a placement test in bilingual programs.

Evaluation of Taped Language Samples. McAllen Bilingual Program. 1 page.

Any grade, in English and Spanish.

Oral Language measure.

Informal Language Assessment, Eleanor Thonis, Ph.D. Marysville Reading-Learning Center. 1974. 3 pp.

Grades PK-5, in English and Spanish, individual.

To rate language use in Spanish and English pronunciation, complete sentences, correct word order, language mix.

Stem Response Test. Southeastern New Mexico Bilingual Program. 3 pp.

Elementary, in Spanish and English, group or individual.

To show any increase or decrease in student responsiveness in English or Spanish during the school year.

Verbal Meanings Test. Miccosukee Bilingual Project. 1974. 10 pp.

Grades K-3, in English, group.

Adapted from SRA Primary Mental Abilities Scale to test understanding of English verbal meanings.

LANGUAGE PROFICIENCY

Auditory Discrimination Test (ADT), J.M. Wepman. Language Research Associates. 1973.

Grades K-4, in English, individual.

Designed to determine a child's ability to recognize the fine differences that exist between phonemes used in English speech. It can be used to predict articulatory speech defects and certain remedial reading problems.

Carrow Language Test, Auditory Test for Language Comprehension, Elizabeth Carrow. Learning Concepts, 1973. About 105 pp. $25.95 (short form) per 30 individual test booklets and manual, $29.95 (long form) per manual and 100 scoring sheets, $35.95 (long form) per deluxe manual.

Grades PK-2, in Spanish and English, group (maximum 10) for 1-2, individual for PK-K.

Measures "a child's oral language comprehension" through responses to pictures.

Comprehensive English Language Test (CELT), D.P. Harris and L.A. Palmer. McGraw-Hill. 1970. 26pp. $13.00 per specimen set.

High School to Adult, In English, group.

Designed to assess the English language proficiency of non-native speakers.

Dailey Language Facility Test, Language Facility Test (LFT), John T. Dailey. Arlington Corporation. 1968. $10.00 per set of materials.

Ages 3 and over, in Spanish and English, group.

Measures oral language facility independent of vocabulary.

Durrell Listening and Reading Test (DLRS), Donald D. Durrell, Mary T. Hayes, Mary B. Brassard. Harcourt Brace Jovanovich, Inc. 1969. 15-29 pp. $1.25 per specimen set, postage extra, $6.60 to $11.70 per 35 tests, 30¢ to $2.80 per key or per set of handscoring stencils, $4.40 per 35 test-answer folders to $8.50 per 35, scoring services 37¢ and up per test.

Grades 1-9, in English, group.

This test measures abilities to understand spoken and written language for the purpose of comparing the two abilities.

Ilyin Oral Interview, D. Ilyin. Newbury House Publishers.

Grades 7-Adult, in English, individual.

Measures a student's ability to use English orally in response to hearing it in a controlled situation.

MLA-Cooperative Foreign Language Tests. Educational Testing Service. 1965. 24 pp. $3.00 per specimen set.

Grades High School to College, in French, German, Italian, Russian and Spanish, individual.

Measures language skills in listening, speaking, reading and writing based on the audio-lingual approach.

Oral English Language Proficiency Test. Southwestern Cooperative Educational Laboratory.

Grades K-2, in English.

Measures the English skills of native Spanish-speakers.

Peabody Picture Vocabulary Test (PPVT), Lloyd M. Dunn. American Guidance Service. 1959-1970. 154 pp. $10 per set of testing materials including 25 individual records for each form ($15 with set of plastic plates), $3 per 50 individual records.

Ages 2.5-18, in Spanish, Portuguese, and English, individual.

Measures knowledge of word meanings.

Test of Basic Language Competence in English and Spanish, E.J. Cervenka. Available from ERIC: ED 027063

Grades PK-4, in Spanish and English, individual.

Measure different components of oral language competence.

MATHEMATICS

California Achievement Test (Spanish Translation), Ray Dutchover and Susan Flores. Santa Barbara County Schools Bilingual Project. 1972-74. CAT/1 (8), CAT/2 (9), CAT/3 (17). For price information contact Santa Barbara County Bilingual Project (McGraw-Hill).

Grades 2-6, in Spanish, group.

Measures mathematics skills.

Examen Final De Matematicas. Edgewood Title VII Project.

Grades 1-2, in Spanish and English, group or individual.

Measures grade level math concepts.

Cooperative Primary Test: Mathematics. 7 pp. $3.25 per twenty booklets.

Grades 1.5-3, (Level 12: 1.5-2, Level 23: 2-3), in English, group.

Measures "understandings and skills considered basic to future development in reading, listening, writing, and mathematics".

Kern Math Test. Educational Testing Service. 6pp. (Section A).

Grades 9-10, in Spanish and English, group.

Measures basic math skills.

Metropolitan Achievement Test: Arithmetic. See Metropolitan Achievement Tests.

Stanford Achievement Test: Arithmetic; Stanford Arithmetic Tests. Harcourt Brace Jovanovich, Inc. 8 pp. $1.75 per specimen set, $6.00 per 35 tests, 60¢ per key, $3.00 per 100 answer cards to $2.80 per 35 answer sheets, $2.00 per technical supplement, scoring services 19¢ and up per test.

Grades 4-9.9 (Levels: Grades 4.0-5.4, 5.5-6.9, 7.0-9.9), in English, group.

Arithmetic Tests yield 3 scores: computation, concepts, and applications.

Diagnostic Mathematics Test, J. Richard Harsh. Dissemination Center for Bilingual Bicultural Education. 1971. 8 pp. each, Test forms A and B. $1.00 per set (manual, Form A, Form B.)

Grades 9 and 10, in English.

Measures ability in mathematics at ninth and tenth grade levels. Form A and Form B can be used as pre and post-assessments.

Prueba De Alegra Elemental (Advanced Level). Oficina de Evaluacion, Puerto Rico. 1964.

Grades 10-12, in Spanish, group.

Measures knowledge of elementary algebra.

Prueba De Aprovechamiento En Matematicas (Intermediate Level). Oficina de Evaluacion, Puerto Rico. 1960.

Grades 7-9, in Spanish, group.

Measures mathematical achievement; three subtests: General Knowledge (29 items), Basic Skills (41 items), and Reasoning (20 items).

Prueba De Destrezas Basicas En Arithmetica (Primary Level). Oficina de Evaluacion, Puerto Rico. 1962.

Grades 2-3, in Spanish, group.

Measures basic arithmetic skills; consists of two parts: Use and Application of Numbers (16 items) and Basic Skills (32 items). Answers are recorded directly in the test booklet.

Prueba De Destrezas Basicas Y Razonamiento En Aritmetica (Elementary Level). Oficina de Evaluacion, Puerto Rico. 1960.

Grades 4-6, in Spanish, group.

Measures basic skills in mathematics and arithmetic reasoning.

Prueba De Matematica. Oficina de Evaluacion, Puerto Rico. 1968. Forms A & B.

Grade 7, in Spanish, group.

Consists of three parts: Computation Skills (16 items), Basic Concepts (18 items), and Applications (16 items).

SCIENCE

Prueba De Comprension De Ciencia. Bilingual Education Applied Research Unit of Project BEST, New York State Department of Education. June, 1974. 79 pp. $2.00 for test and objectives.

Grade 1, in Spanish, group or individual.

Measures skills obtained from these objective-based booklets and previous experience of science concepts.

Science Test. Pharr-San Juan-Alamo Independent School District. 1972.

Grade 3, in English, group.

Measures knowledge of science concepts.

Science Test. Pharr-San Juan-Alamo Idependent School District. 1971. 18 pp.

Grade 1, in Spanish and/or English, group.

Measures knowledge of science concepts.

Teacher Made Tests in Science. Project staff, Tucson Public Schools. 1973. 7 pp.

Grades 1-6, in English and Spanish, group.

Measures understanding of concepts in science.

Bilingual Science Tests, Dr. C. Sanguinetti, New York City Board of Education.

Grades 5-8, in English and Spanish, group.

Measures achievement in science at the various grade levels.

SELF-CONCEPT

Self-Appraisal Inventory. Lansing Schools Bilingual Program. 1974.

Grades 3-4, in English, group.

Measures family, peer, scholastic and general self-esteem.

Self-Observation Rating Scale. Tucson Public Schools. 1970. 1 page.

Grades K-6, in Spanish and English, individual.

Measures self-concept of student.

Junior Eysenck Personality Inventory, H.J. Eysenck, B.G. Eysenck. Educational and Industrial Testing Service. 1969. 2 pp. $2.25 per specimen set.

Grades 4-8, in English and Spanish, group.

Measures two dimensions of personality; extroversion-introversion and neuroticism-stability.

Questionario Sobre Personalidad, Division de Investigaciones Pedagogicas y Estadisticas. Oficina de Evaluacion, Puerto Rico. 1960.

Grades 7-12, in Spanish, group.

Measures personality adjustment in 4 areas: Social, Emotional, Personal, and Home Life. Consists of 160 questions.

SOCIO-CULTURAL MEASURES

Self-Concept Attitude Towards School, Peer Relations/Concepto De Si Mismo-Actitud Hacia La Escuela, Relaciones Con Sus Semejantes. Institute for Development of Educational Activities, Research Division, Los Angeles, Pomona Unified School District Bilingual Program. 1972.

Grades 6-9, in English and Spanish, group or individual.

Measures self-concept and attitudes toward school, home, parents and community.

Sociometric Design Test. Southeastern New Mexico Bilingual Program. 1 page.

Elementary grades, in English, group or individual.

Diagnostic test for social patterns in the classroom.

Cultural Attitude Scales, Perry A. Zirkel, Stephan L. Jackson. Learning Concepts. c. 1973, 1974. 20 pp. $3.95 for Kit 1 (manual, face cards, classroom scoring sheet), 30¢ per individual test booklet, $4.95 per technical report, $5.15 per specimen set.

Grades K-6, in English (instructions in Spanish and English), group.

Measures familiarity of knowledge and feelings or attitudes, with regard to the four cultures (Anglo-American, Black-American, Mexican-American, Puerto Rican).

Devereaux Elementary School Behavior Rating Scale (DESBRS), George Spivac, Marshall Swift. Devereaux Foundation. 1967. 5 pp. Sample copy of scale is free, $3.75 per 25 scales, $1.00 per manual, $4.50 per 25 scales and manual.

Grades K-6, in English.

Measures overt problem behaviors.

School Attitude Test, J. Rivera (oral version), E. McCallon (written version). Learning Concepts. 1973.

Grades K-6, in English and Spanish, group.

Measures interpersonal relations, student instruction interaction, and general school factors.

Student Attitude Inventory. E.P.I.C. Diversified Corporation.

Grade 2, in Spanish and English.

Measures a child's attitude toward school, classroom and teacher.

MICHIGAN STATE BOARD OF EDUCATION

STATEMENT OF ASSURANCE OF COMPLIANCE WITH FEDERAL LAW

The Michigan State Board of Education hereby agrees that it will comply with Federal laws prohibiting discrimination and with all requirements imposed by or pursuant to regulations of the U.S. Department of Health, Education and Welfare. Therefore, it shall be the policy of the Michigan State Board of Education that no person on the basis of race, color, religion, national origin or ancestry, age, sex, or marital status shall be discriminated against, excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any federally funded program or activity for which the Michigan State Board of Education is responsible or for which it receives federal financial assistance from the Department of Health, Education and Welfare. This policy of non-discrimination shall also apply to otherwise qualified handicapped individuals.